

RELATIONSHIP BETWEEN CABLE TELEVISION
ACCESS AND STUDENT GPA AND ACTIVITIES:
A STUDY OF FOUR OKLAHOMA STATE
UNIVERSITY RESIDENCE HALLS

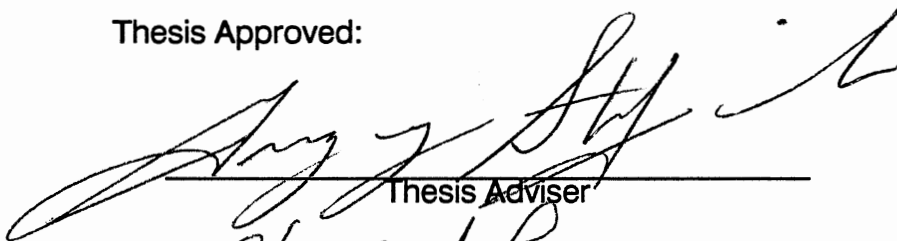
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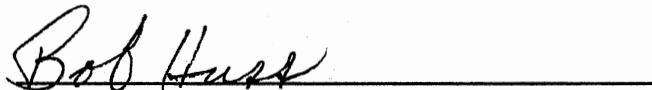
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CHAPTER I

INTRODUCTION TO THE PROBLEM

Introduction

The problem this study will focus on is whether or not cable television distracts students to the point that (the students') grade point average is lowered. This study will look into whether or not there is a relationship between the availability of cable television and GPA. Is this distraction of cable television too much for the students to handle?

This thesis is concerned with change in scholastic behavior with regard to the availability of cable television in the residence halls. This will discuss aspects of a student's life that the availability of cable television could have an effect on, such as grade point average, hours spent studying, hours spent watching television, hours spent in social activities and whether or not the student owned a television. A unique research opportunity exists at Oklahoma State University that will allow investigation of this problem.

There are two residence hall complexes on the OSU campus that are nearly identical, however, there is a difference in availability of cable television. One complex, Kerr-Drummond, has cable television in each lounge on each floor. Willham Complex has the same, however, cable is also in every room in the complex. Both complexes house men and women, most of whom are freshmen.

Further discussion of the demographics of the complexes will be found in chapter two.

To study this problem, a trend study will be completed for grade point averages (GPA) for students in the two complexes at Oklahoma State University, before the addition of cable television. Each of the two complexes has a different "availability level" of cable television. Willham Complex, has cable television in every student's room as well as in each floor lounge. Kerr-Drummond has cable available only in the lounges of each floor, not in each room. The trend study will look at each of these buildings dating back several years in order to see what the GPA trend is in each building. Then a comparison will be conducted to show whether or not there was a significant difference in GPA in the years following the addition of cable for each of the buildings and for each availability level.

Second, a written survey will be conducted. The questions will be concerned with how many hours a day a student spends doing certain activities, such as watching television and studying. The two buildings will be compared in order to see whether or not there is a significant difference in the activity level between the buildings with regard to the availability level of cable television in that particular complex.

Reasoning to Conduct this Study

Cable television is a relatively new field and cable television in residence halls has almost gone unstudied. The possible negative effects of cable television must be looked at so that administrators and students around the country as well as individual students can have information to base a rational decision on

whether or not they should have access to cable television in order to maintain an academic environment. This study will look at the possible negative effects and provide that needed information.

Background of Cable TV at OSU Residence Halls

Cable television in the OSU residence halls is an issue that dates back many years. Residence Halls Coordinator for West Campus, Jill Rohrbacker, noted that there was a debate about cable in OSU residence halls in the early 1980's. OSU Residential Life was concerned with the possible negative effects of cable on the residents as well as the cost. But with retention rates falling and students complaining, a contract was signed with Multimedia Cablevision to install cable television in some residence halls in 1987.

Students voted on whether they wanted cable in their rooms or just in the lounges. The Director of Residential Life allowed cable in order to grant students the option of having cable television. This study will concern itself with whether or not the concerns about a possible negative academic effect of cable television on students are justified.

Purpose of the Study

The purpose of this study is to discover any significant change in study activities that could correlate with a change in GPA with regard to cable television in two OSU residence halls. This study could provide evidence for or against

those "possible negative effects" with which the Residential Life department of Oklahoma State University was concerned. Basically, this study's purpose is to discover if placing cable in the residence halls was of no impact for the learning environment of the halls and if availability level of cable television has anything to do with the amount of time students spend on academic pursuits.

Further, the findings of this study could be used to aid other Residential Life systems in a decision on whether or not to install cable television. Instead of "possible negative effects," Residential Life departments could have evidence to show that there may or may not be a correlation between availability of cable television and academic pursuits. Ultimately, the individual resident of a department considering placing cable TV in the halls could benefit, whether or not cable is found to have a negative effect on the academic success of students.

Objectives of this Study

This study will look at whether or not there was a significant change in GPA the year cable was introduced to the residence halls and in the years following the introduction. The study will also consider, the following:

- *Time spent studying
- *Time spent watching television
- *Time spent in other social activities
- *Time spent watching news or educational programs
- *Whether or not there is a television set in the room

These considerations will be compared between Willham North and South, with cable in every room and lounge, and Kerr-Drummond, with cable just in every lounge to see if there is a correlation.

Theory Involved

Classic communication models (which will be further discussed in chapter two) include the theory that noise interferes with a message getting to it's receiver. Cable television in this study is the noise that may or may not stop the message contained in the study materials of the student from getting through. If the noise of cable television stops the message then lower GPA's should occur as cable is inhibiting study.

Scope and Limitations of this Study

This study will concern itself with two complexes at Oklahoma State University. The two complexes typically house mostly (60%) first year freshmen, and both complexes are air-conditioned and cost a bit more than others in the system. There are limitations to this study. The findings will only be for selected students at one state university. This is not a random sample of all students at OSU or all students within Residential Life, merely the occupants of four buildings (roughly 2,000 students), although all 2,000 students will be surveyed and all the past students of these two complexes are part of the trend study of GPA's.

Any conclusions of this study cannot be generalized to the entirety of college students or college freshman or college freshmen in residence halls.

Logical Assumptions

This author will assume that the residents answering the survey will answer truthfully.

This author will assume that if a resident in Willham watches television that they are receiving the signal from the cable system and, thereby, watching cable TV whether or not a particular station is also a local broadcast station.

Outline for the Remainder of this Study

Chapter two of this thesis will discuss the history of cable television at Oklahoma State University Residential Life. Assistant Director Kent Sampson will provide the background of this dilemma at OSU and the reasons behind the installation of cable. Chapter two also will look into research in the realm of "distractions" in a college environment. Past studies that have a direct bearing with television in the residence halls will then be discussed and a rationale for this study will be made.

Chapter three will be concerned with the methodology of this study. It will first look at the many hypothesis involved and it will contain the operationally defined variables. Next, it will examine the method that will be used in the trend study and how the numbers for that study will be generated and compared in order to test the hypothesis. Finally, chapter three will discuss the cable television survey, its method of distribution, its questions, and the choice of the sample for the survey. The method of tallying the data will also be discussed.

Chapter four will concern itself with the findings of both the trend study and the survey. Comparisons will be made between the two studies and within each study in order to answer the research questions and test the hypothesis.

Chapter five will be a summary and conclusion of this thesis. Weaknesses of the study will be discussed, as will the proposal for new studies and recommendations for the use of this study.

CHAPTER II

LITERATURE REVIEW

Introduction

This chapter will consist of a brief history, according to Assistant Director for Residence Halls East, Kent Sampson, of the dilemma of whether or not cable television should be put in residence halls at Oklahoma State University. Following this, studies related to this one will be discussed, then need for this study will be demonstrated. A literature review will complete this chapter. The review will contain work on communication models, distractions, and average time spent watching cable television.

History of Cable Television in the OSU Residence Halls

(The information in this section is according to Kent Sampson, Assistant Director of Residence Halls East, an employee of Residential Life since 1969.)

In 1982 the Residence Halls Association (RHA) President, Bruce Moesel, surveyed the residents of OSU's Residential Life to discover whether or not they wanted cable television installed in the halls. The RHA student government

demanded a full 2/3 majority to pass the resolution to install cable in all the residence halls. The measure fell 1% short of the needed votes, so the resolution failed.

In 1987, a contract was signed between Multimedia Cablevision and Residential Life. In the contract, cable would be installed in every lounge (a common area on each floor of each residence hall). In addition, the residents of each hall had the option of having cable installed in each room of the hall. Only Willham Complex and Wentz Hall elected to have cable installed in each room. Each student in Willham and Wentz pays \$21.00 per semester for the basic cable hookup unless the room is rented as a single, in which case the resident pays \$42.00 per semester.

Administrators of Residential Life discussed whether or not the addition of cable television would have an adverse effect on students. The Residential Life policy is to maintain an academic environment, a policy reprinted each year in a calendar supplied to each student. Whether or not cable would interrupt this academic environment was discussed. The decision was made to install cable television in an effort to "keep up with the times" and that the addition of cable television had not been bad at other schools.

Residential Life took the stance that students need to make choices on many things, one of which is whether to watch television or to study. The development of self discipline would be fostered. If students could not handle such easy access to cable television, then housing options such as Kerr-Drummond complex, where cable is available only in the lounges, are still open to residents. Cable television is no more a distraction to students than intramural sports and programming that RHA and Residential Life have supported for years. All of these activities require a degree of self discipline.

Related Studies

Marquette University faced the same dilemma as Oklahoma State University. Marquette's professors were concerned that cable television in the residence halls there would drive grades down. A hall director at Marquette, Dennis G. Jones, surveyed 244 residents in East Hall before cable television was installed. The 211 students who reported watching television had an average GPA of 2.7, the 33 who did not watch television had an average GPA of 3.1. One semester after cable television was installed, Jones surveyed the residents again. He found that the mean GPA for the students who reported watching television was 2.8 while the GPA for students who reported watching no television was also 2.8. "We haven't shown it to be anti-educational.... It doesn't seem to drive grades down," Jones said in an interview in the Chronicle of Higher Education (Collison pg. A29).

A related study done by Ralph J. McKenna of Hendrix College touched on television and an academic environment. An experimental study was used to determine if various sounds in a residence hall (one of which was television audio) had a correlation with lower test scores on exams. The researcher set up a residence hall complete with plants and posters in every room. McKenna then asked for volunteers from a lower division psychology class to participate in the study. Students received one point toward their final grade. All the subjects were female.

The subjects were placed in the fictitious residence hall with the assignment to read a chapter from a textbook and prepare for a quiz on that chapter in thirty minutes. Each subject had her own hall room, complete with plants, posters, a desk, a chair, books, magazines, etc.. In the hallway of this

residence hall, the researcher played audio cassettes of different sounds one might hear within a residence hall. Each group of subjects heard a different sound ranging from silence to "classic rock-n-roll" to television audio. After the thirty minute period expired, the subject then took a test on the chapter that she read while in her room.

The results showed no significant difference between the television audio, "classic rock-n-roll," sounds of nature (birds chirping), and silence in the test results of the subjects. There was a significant difference found between these four sounds and "dorm noise" (an actual recording of the sounds in the hallway of a residence hall). The subjects that heard the "dorm noise" scored lower than the subjects in each of the other areas. The researcher offered the explanation that television audio and stereo music is often used to "mask" the "dorm noise" by the students, who have become used to the sound that television and stereos make. The researcher states that television and radio may help the student by "masking" the outside sounds and by providing a break in the repetition of tasks. The average test score for the "dorm noise" group was 14.36, whereas the other 3 sounds and silence ranged from 15.75 (TV audio) to 17.69 (birds chirping).

These two studies show that cable television and broadcast television in a residence hall environment do not correlate with lower GPA or lower test scores. However, variables such as time spent studying are not discussed.

Need for This Research

After an extensive search, these two studies were the only studies that looked at television in the residence halls and a correlation with studying and GPA. These studies, however, did not look at a cable television and studying

time correlation. Neither study looked at the amount of time cable television takes up in a college student's day. These studies did not address the availability issue, whether or not cable in the rooms is more strongly correlated with lower GPA's or less studying than cable in common areas. These studies were not divided by gender, in fact, one used only females. This study will look at all the issues discussed that other studies have ignored, as well as the GPA issue.

The inability this author has had with locating related studies shows that more research is needed in this area. With penetration of cable TV into more and more markets, many colleges and universities will be looking at this issue and deciding whether or not cable is detrimental to the academic environment.

The study also complies with the study of noise as a barrier to communication. New technologies and new applications of technologies need to be studied. OSU's attempt to "keep up with the times" by installing cable in the halls may be inconsistent with its policy to uphold an academic environment. The ones that they are trying to help may be the very ones they are hurting academically. This study will discover if that is true for Oklahoma State as well for other institutions which may be considering installing cable.

Literature Review

OSU Residential Life's concept of keeping up with the times by installing cable is not reserved to OSU alone. "We must keep in mind that we are in the people business and must stay in tune with the people we serve--the students" (Sautter pg 43). Purdue University's Director of Housing John Sautter states that students today are used to certain luxuries that perhaps their parents were not used to, such as their own telephone, stereo, and television among other things.

The students and their parents expect these things in a college environment as well as at home (Sautter pg 43-44).

MacLeans' columnist Fred Bruning states that having cable television is a status symbol among the young people. Having only regular broadcast television has "become something of an embarrassment" (Bruning pg 31). This author remembers before cable television was installed many students at OSU stating that they could not wait to move off campus in order to escape restrictive policies and to get cable television.

One way to keep up with the needs and wants of today's students is for colleges and universities to install cable television. But is this addition to the student's time a distraction? First, a discussion of distraction or noise is appropriate.

A basic communication model like that of Shannon and Weaver's General Communication System (fig. 1) demonstrates how noise or distractions can keep a message from getting to the receiver (Severin pg 32-33).

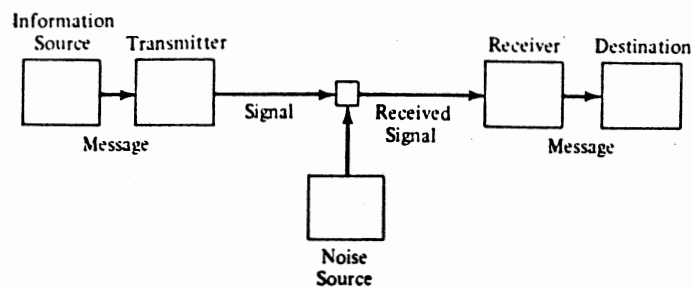


Figure 1. A Schematic Diagram of Shannon and Weavers General Communication System

A message begins at the information source then goes to the transmitter from which it emerges as a signal. Noise can keep a signal from being received by the source. If the message is received by the source then it continues on to a destination (Severin pg 33-34).

Noise is more than signal to noise ratio or a crying baby in a movie theater. There is psychological noise as well. "Anything that distorts, interferes with, or changes the meaning of an intended message is called noise" (Seiler pg 16). The idea of psychological noise is that in which this study is interested. Psychological noise is anything "going through a person's mind that might interfere with the reception or creation of a message..." (Seiler pg 16). If a student is trying to study but running through his or her mind is the idea that they might be missing something on cable television, that is psychological noise and a barrier to communication.

According to the magazine Advertising Age, college students watch .98 hours of strictly cable television each day and 1.57 hours of network television a day (College pg S1-S8). It is difficult to say if not having access to cable would mean another hour of studying would occur or another hour of network television would be watched. It is apparent that students do spend a good deal of time watching television each day.

Assistant Director for Residence Halls East, Kent Sampson, pointed out that distractions other than cable television have been around for years, such as intramural sports and RHA programming efforts. These distractions do not drive GPA down, according to Sampson. The element that may keep these distractions from affecting GPA is discussed in a study done by Ernest Nieratka and Ira Epstein. In their pilot study 300 college students were asked to list factors that might influence a person's reading ability. From that, a list of 10 categories was generated. Then, 204 college students ranked the factors with 1 being the

most important and 10 the least. Distractions such as television ranked 7.062. Attitude and effort topped the scale (Nieratka pg 1-9). These last two are internal controls used by the student to get his or her work done. The students recognize that ability to read and comprehend comes from inside and not from the removal of distractions. This is in agreement with the ideas of self discipline subscribed to by Kent Sampson and Residential Life.

But there are still others that look to at television as the cause of lower effort and, hence, lower grades. Robert MacNeil, of the "MacNeil/Lehrer NewsHour," points out that the average American watches 20,000 hours of television before the age of 20. It takes only 5,000 hours to earn a bachelor's degree. "The only things Americans do more that watch television are work and sleep" (MacNeil pg 171). MacNeil states that television discourages concentration. Once it has a viewer, it fights to keep him or her. It is a narcotic, according to MacNeil, that takes away tolerance for effort.

Summary of the Literature Reviewed

Discussed in this chapter was the need of universities and colleges to install cable television, not just to keep up with the times, but also to provide the students with what they have come to expect. This was followed by basic communication theory with the concept of cable television being psychological noise that may or may not inhibit a student to study.

Advertising Age provided the amount of time a college student spends watching cable television and network television. This distraction of cable, however, was played down by a study done by Nieratka and Epstein.

Distractions, such as television, were rated with low importance when it comes to affecting reading ability but attitude and effort rated with high importance.

MacNeil provided the perspective of those who think that watching television not only wastes time, it perpetuates wasting time because of its narcotic like effect.

It is clear that the lines are drawn on this subject, which is why this study is important. It will answer questions about the distraction of television and whether or not the distraction is more powerful than the self discipline of college students as evidenced by grade point average.

CHAPTER III

METHODS

Introduction

This chapter is concerned with the methodology that will be utilized to solve the problems discussed above. The chapter is separated into two sections. The first section will discuss the trend study. The second section will discuss the survey. In each section hypothesis, variables, research design, subjects, research instruments, data collection, data analysis, methodological assumptions and limitations will be discussed.

Section 1: Trend Study

This part of the study will consist of obtaining historical data or data that has already been collected and testing data for the years before and after cable was introduced.

Hypothesis: There is no relationship between having cable television in the residence halls and GPA.

Hypothesis: There is no relationship between availability level of cable television and GPA.

The following is a list of the operationally defined variables.

Residence halls: There are two OSU complexes in this study. Each complex is made up of two halls. Kerr-Drummond Complex is made up of Kerr Hall (males) and Drummond Hall (females). Willham Complex is made up of Willham South Hall (males) and Willham North Hall (females).

Availability level: This variable has two levels. High availability level denotes a hall that has cable television installed in each room as well as each floor lounge. Low availability level denotes a hall that has cable television installed only in the lounges.

GPA: This is defined as grade point average. Grade point average is computed by dividing the points earned by the number of hours taken. OSU gives 4 points for an "A," 3 points for a "B," 2 points for a "C," 1 point for a "D," and 0 points for an "F." The GPA will be the GPA of the students as reported by Oklahoma State University.

Cable Television: This is defined as installed, functioning, cable television from Multimedia Cablevision in Stillwater, Oklahoma.

A change in GPA: This will be determined by the appropriate statistical test using at least the 95% confidence interval.

Research Design

This study is a historical design as it uses previously obtained data and re-examines it with different statistical tests.

Subjects

The subjects for this study are the former residents of Kerr-Drummond Complex and Willham Complex. Data from 1983 to 1990 will be involved so the residents of these two complexes during this period are the subjects of this study. The entirety of the residents of the hall who were enrolled at OSU who lived in these two complexes are the subjects of the historical data.

Research Instruments

The research instrument used for this part of the study is the GPA report from the Registrar to Residential Life concerning the GPA's of the residents of Willham Complex and Kerr-Drummond Complex over the period Fall 1980 to Spring 1990.

Data Collection

Data collection has already taken place. The registrar sends Residential Life a GPA report, broken down by hall, of the residents of that particular hall. GPA's are sent for every resident.

Data Analysis

An analysis of covariance will be used to equalize any difference in the GPA's from the various halls to see if there is a significant difference and a change in the trend in GPA overall before and after cable was installed. The average GPA of Kerr-Drummond Complex and Willham Complex differ slightly throughout the period. The analysis of covariance will remove this difference so that any significant difference that occurred between the average GPA's after cable was installed can be detected.

Secondly, a graph will be generated to discover the trend in GPA and any change in each building after the installation of cable. This will be used to demonstrate any difference in the GPA trend among the different availability levels in the four halls. Both will be found in chapter four.

Methodological Assumptions

Any significant change in the GPA pattern that may have occurred between the years before and after cable was installed will be assumed to be associated with the installation and viewing of cable and not other outside factors. The trend study will indicate the trend of the average GPA for each building. If there is a significant difference in GPA and in the trend of GPA the year cable was installed, this study can only assume that it had something to do with the cable. Other factors that might have changed GPA that year or the years before or after will not be discussed.

Limitations

Since many of the students change from year to year in each residence hall, generalizations about the subjects cannot be made. Each complex is primarily freshmen and these freshmen change year to year. This study cannot look into the changes of a particular group of students after cable was installed as the group of students has changed.

Only six sets of GPA's are available for the years following the installation of cable, whereas there is much data available for the years before cable was installed. If a change in behavior takes time to develop, the study will have only the GPA's from six semesters, which may not be sufficient to discover any change.

Section 2: Survey

This section will be a written survey given to the current residents of Kerr-Drummond Complex and Willham Complex. The survey asks for 7 items of self report. A statistical test will be used to discover any significant differences between the items on the survey and the various availability levels and gender.

Hypothesis: There is no relationship between the availability level of cable television and the activities of studying, watching entertainment television, socializing, listening to the radio, and watching educational television.

Hypothesis: There is no relationship between the availability of cable television and the existence of a television in a resident's room.

The following is a list of the operationally defined variables.

Availability level: Same as defined in Section 1.

Television In room: Self-report on the questionnaire, divided into yes and no.

Average amount of TV viewed a week: Self-report on the questionnaire, divided into 0-5 hours, 6-10 hours, 11-15 hours, 16-20 hours, 21-25 hours and 26 or more hours.

Average amount of time spent studying: Self-report on the questionnaire, divided into 0-5 hours, 6-10 hours, 11-15 hours, 16-20 hours, 21-25 hours and 26 or more hours.

Average amount of time spent socializing: Self-report on the questionnaire, divided into 0-5 hours, 6-10 hours, 11-15 hours, 16-20 hours, 21-25 hours and 26 or more hours.

Average amount of time spent watching educational TV: Self-report on the questionnaire, divided into 0-5 hours, 6-10 hours, 11-15 hours, 16-20 hours, 21-25 hours and 26 or more hours.

Research Design

This study uses the survey method of research. A written questionnaire will be received by each resident of Willham Complex and Kerr-Drummond Complex.

Subjects

The subjects for this study will be the residents of Willham Complex and Kerr-Drummond Complex during the survey period. The period will be the Spring 1991 semester. All residents of the two complexes will receive a questionnaire.

Research Instruments

The research instrument used will be a written questionnaire. A copy of this questionnaire will be found in Appendix A. A second questionnaire with identical questions will follow this one to each resident who fails to return the first questionnaire.

Data Collection

Each resident of each complex will receive a questionnaire through his or her mailbox. In the upper right hand corner will be a dotted line and a room number. The questionnaire explains that this will be removed before data tabulation begins, and is only used to tabulate who has returned the questionnaire and who has not. If a questionnaire was not received within the time frame specified, a second questionnaire will be sent. This is done to increase return rate.

The questionnaire has a specific place to return the survey, as well as a specific deadline by which to return.

Data Analysis

A complex Chi square test will be used to test relationships between each of the average time questions and the availability level of each complex separated by hall. A significant difference will be declared if it passes at least the 95% level of confidence.

Tables will be used to demonstrate the findings and will be found in chapter four.

Methodological Assumptions

This study will assume that a Willham resident is watching cable television and not broadcast, as cable is available in each room. They may be viewing a station that is also a broadcast station, but that station is also offered on cable, hence they are watching cable TV.

This study will assume that the subjects will report honestly on the questionnaire.

Limitations

Return rate may be low as students tend to not want to fill out surveys unless there is something in it for them. The subjects are not drawn from a total student population so that the findings cannot be generalized to all college students, to all OSU college students or to all OSU college students living in the halls. This is a study to find out if the distraction of cable television is taking away

from other activities for students in Willham Complex and Kerr-Drummond Complex for the Spring semester of 1991. This is rather a narrow focus.

Summary

These two sections of the study will provide the data to solve the problem discussed in chapter one as well as discover if the null hypotheses discussed above should be rejected. These two methods are not without limitations.

CHAPTER IV

FINDINGS AND INTERPRETATION

Overview

This chapter is organized by hypotheses with the data represented in percentages in most cases. Section I will deal with the tests utilizing the mean GPA's from each building in the study. Section II will deal with the data compiled from the survey and is in percent form.

After the data is reported there will be a section called "Interpretation" which will contain what the author thinks is occurring in the data. This material is a combination of the results and the opinion of the author. All statements made about accepting or rejecting the hypothesis are at least 95% sure, or at the 95% confidence interval.

Remember:

Kerr Hall(**Kerr**) is made up of males and has low availability of cable, meaning that cable is only in the floor lounges.

Drummond Hall(**Drum.**) is made up of females and has low availability of cable.

Willham South(**WS**) is made up of males and has high availability of cable, meaning that cable is in every room as well as in the lounges.

Willham North(WN) is made up of females and has high availability of cable.

Section I: Trend Study

Hypotheses: There is no relationship between having cable television in the residence halls and GPA.

The first list is the data found looking at a composite GPA for each of the buildings. Analysis of covariance was completed to equalize the buildings on GPA based on a mean GPA of the 9 semesters before cable was introduced during the fall of 1987.

The GPA's are ranked with highest first. This author is 95% sure that the differences are significant in all cases except in the last ranking where the slight difference could have occurred by chance.

TABLE I
RANK OF THE HIGHEST TO LOWEST OVERALL
GPA FOR THE FOUR HALLS

Rank	Semester	Overall GPA
1	Spring 1990	2.656
2	Fall 1989	2.630
3	Fall 1988	2.601
4	Fall 1990	2.552
5	Fall 1987	2.513
6	Spring 1988	2.484
Also	Spring 1989	2.480
F=6.037, Probability at 99.9%		
Tukey Critical Range with Alpha at .05 is 0.015		

Interpretation

The GPA's comparison overall shows no noticeable pattern of increase or decrease since the introduction of cable TV. Since there seems to be no pattern, one is led to believe that the installation of cable is not related to GPA because no increase or decrease has occurred over time. The GPA seems to fluctuate around 2.5 and has not been on a steady or even noticeable increase or decrease. The null hypothesis is accepted. There is no relationship between having cable television in the residence halls and GPA.

Hypothesis: There is no relationship between availability level of cable television and GPA

The data this author used for accepting or rejecting the null hypothesis is the mean GPA's for the four halls in the study. The data begins the spring semester of 1983 and goes through 16 semesters to the fall of 1990. The following graph illustrates the GPA trend for the four buildings. Each number along the bottom is a semester with 1 being Spring of 1983, 2 being Fall 1983 and continuing through 16 being Fall of 1990. Semester 10 is Fall of 1987, the semester cable was introduced.

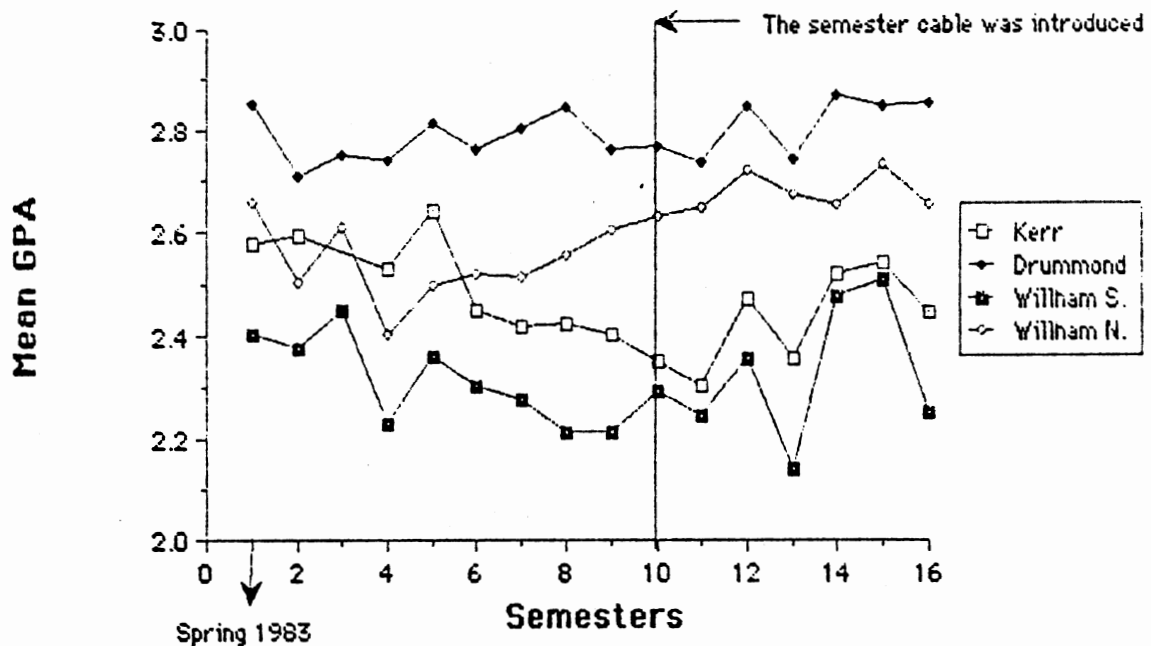


Figure 2. GPA trend for the four halls from Spring 1983 to Fall 1990.

The second graph is identical to the first except that essentially the graphs of each hall have been overlaid. A common starting point was created and the graphs overlaid by subtracting each hall's Spring 1983 mean GPA from the following semesters. This was done to de-emphasize the inherent difference in the mean GPA's and to better illustrate any change in GPA.

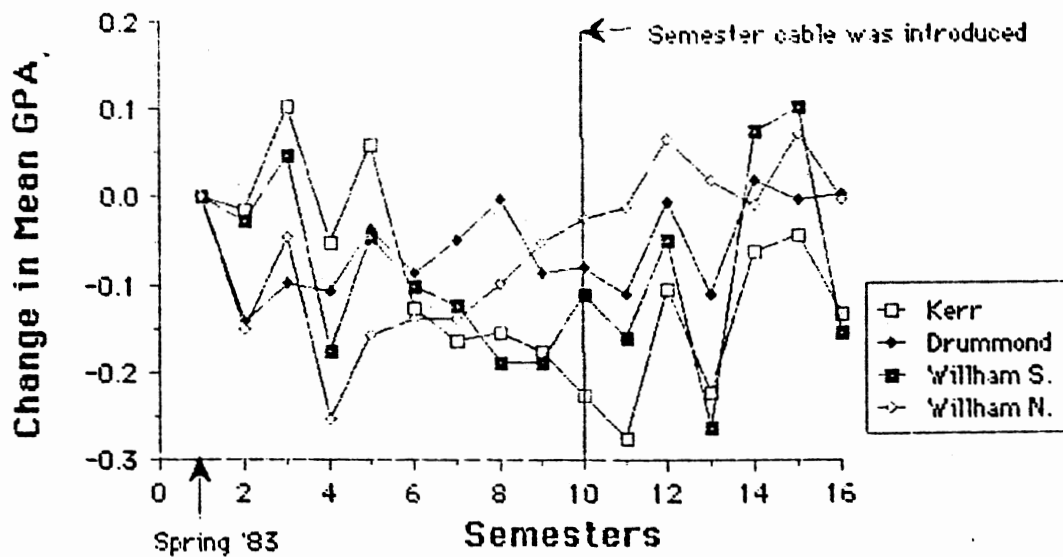


Figure 3. Overlaid graph of the GPA trends for the four halls from Spring 1983 to Fall 1990.

The data provided to this author was in mean form. The number of persons making up that mean was not included, thus an accurate statistical test could not be completed. However, by analyzing the mean GPA's and the graphs some conclusions can be drawn.

Interpretation

Looking at the graphs, one can see that not much change in GPA occurred the year cable television was installed. If a hall was on an upward or downward trend before cable it continued on that trend after cable such as with Kerr hall and Willham North. Drummond and Willham South fluctuated throughout the time period, not seeming to be on any discernable pattern.

The two halls that have cable in every room and the two halls with cable just in the lounges either continued on their trend or continued to fluctuate during the semesters before and after cable was introduced despite the difference in availability level. This leads the author to accept the null hypothesis that there is no relationship between the availability level of cable television and GPA.

Overall Interpretation of Section I

The data seems to indicate that despite the installation of cable and the different availability levels of cable, no significant change in GPA pattern has occurred. This means that cable television does not detract from an academic environment nor does it help the environment. Even if significant changes in pattern had occurred, so many considerations would have to be made before rejecting the null hypothesis. Each semester and definitely each academic year the students in the halls change. There was a different population every semester. In addition, many variables affect GPA. An attempt to isolate just one of those variables is next to impossible.

Section II: Survey

This data was obtained through a questionnaire. The entire population of the four buildings involved were given questionnaires. The return rate is as follows.

Willham South:

Actual Residents-449	Surveys Returned-95	Return Rate-21%
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Willham North:

Actual Residents-444	Surveys Returned-171	Return Rate-38.5%
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Kerr Hall:

Actual Residents-490	Surveys Returned-168	Return Rate-34%
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Drummond Hall:

Actual Residents-553	Surveys Returned-230	Return Rate-41.5%
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Because some halls were under-represented, the data was weighted so that the return rate would not greatly effect the outcome.

Hypotheses: There is no relationship between the availability of cable television and the activity of studying.

The numbers on the side refer to the number of hours students report that they study each week. Inside the matrix is the percentage of the students from each building who reported that they studied that amount of time each week.

TABLE II
HOURS SPENT STUDYING AMONG THE FOUR HALLS

	Kerr	Drum.	WS	WN	total
	N= 490	N= 553	N= 449	N= 444	N= 1936
0-5	4.17%	7.83%	5.26%	5.26%	5.62%
6-10	19.05%	21.30%	27.37%	18.13%	21.4%
11-15	25.60%	33.04%	27.37%	36.84%	30.78%
16-20	23.21%	22.61%	20.00%	25.73%	22.99%
21-25	11.90%	7.83%	11.58%	11.7%	10.61%
26-	16.07%	7.39%	8.42%	2.34%	8.6%
Total	100%	100%	100%	100%	100%

Pearson Chi-Square=96.775, Probability=99.9% with the degree of freedom of 15.

All buildings are statistically equal in every category of hours spent studying except in the "more than 26 hours" category. In that category, this author is 99.5% sure that Kerr Hall has more students in this category than the other three buildings, which report statistically the same number.

Interpretation

Since all of the buildings report statistically the same proportion of people in each category, except one, and that difference is not found in both buildings

with the low availability of cable there does not appear to be much correlation. In 5 of the 6 categories no significant difference is found and in the one category that a significant difference is found, it is not found in both buildings with the same availability of cable. The C value, or the value that shows the strength of the relationship was 0.544. This means on a scale from zero to ten, where zero is no relationship and ten is a perfect relationship, this relationship gets a 5. Based on the items discussed above, although there is a significant difference, there is no apparent relationship between the availability of cable and the activity of studying.

Hypothesis: There is no relationship between the availability of cable television and the activity of watching television.

The numbers on the side refer to the number of hours students report they spend watching television each week. Inside the matrix is the percentage of the students from each building who reported that they watched TV that amount of time each week.

TABLE III
HOURS SPENT WATCHING TV AMONG THE FOUR HALLS

	Kerr	Drum.	WS	WN	total
	N= 490	N= 553	N= 449	N= 444	N= 1936
0-5	35.93%	58.26%	26.32%	39.18%	39.71%
6-10	34.13%	17.39%	26.32%	24.56%	25.76%
11-15	11.38%	13.91%	22.11%	21.05%	17.14%
16-20	10.78%	5.22%	7.37%	7.60%	7.78%
21-25	5.99%	3.48%	11.58%	2.92%	5.95%
26-	1.8%	1.74%	6.32%	4.68%	3.64%
Total	100%	100%	100%	100%	100%

Pearson Chi-square = 190.030, probability = 99.9% with the degree of freedom of 15.

In the "0-5 hours" category, the number of students is at the 95% confidence interval Drummond Hall was significantly different at the than the other three halls and the number in the category was larger than the other halls, meaning that Drummond reported significantly more people watching 0-5 hours of TV than the other halls.

In the "21-25 hours" category it was Willham South that reported significantly different and higher numbers than the other three halls at the 95% confidence interval. The other three halls were statistically equal.

In the "6-10 hours," the "11-15 hours," the "16-20 hours," and the "26 hours or more" categories all halls were statistically equal.

Interpretation

The significant difference found in the "0-5 hours" category was not found in both buildings that have the same availability level of cable. The same is true for the significant difference found in the "21-25 hours" category. All the other categories are significantly the same across the buildings. The C value, or strength of this relationship was 0.673. This means, on the zero to ten scale discussed above, the strength of this relationship is a 6.7. The null hypothesis is rejected because of the significant differences, however, there is no apparent relationship between the availability of cable and watching television.

Hypothesis: There is no relationship between the availability of cable and the activity of socializing.

The numbers on the side refer to the number of hours students report that they spend in social activities other than watching television. Inside the matrix is the percentage of the students from each building that reported that they socialized that amount of time each week.

TABLE IV
HOURS SPENT IN SOCIAL ACTIVITIES
AMONG THE FOUR HALLS

	Kerr	Drum.	WS	WN	total
	N= 490	N= 553	N= 449	N= 444	N= 1936
0-5	17.26%	13.97%	17.89%	21.05%	17.64%
6-10	25.60%	24.45%	22.11%	30.99%	25.9%
11-15	27.98%	27.95%	21.05%	20.47%	24.30%
16-20	17.86%	21.40%	21.05%	16.37%	19.07%
21-25	7.14%	6.99%	5.26%	5.26%	6.15%
26-	4.17%	5.24%	12.63%	5.85%	6.93%
Total	100%	100%	100%	100%	100%

Person Chi-square=69.921, Probability=99.9% with 15 degrees of freedom.

The categories "0-5 hours," "6-10 hours," "11-15 hours," "16-20 hours," and "21-25 hours" are all statistically the same across the different buildings for each category. Any difference in percentage could have happened by chance.

However, there is a significant difference in the "26 or more hours" category at the 95% confidence interval. Willham South hall reported more in this category than the other three halls. The other three halls were statistically the same.

Interpretation

The C value of this relationship was 0.48 meaning the strength of this relationship gets a 5 on the zero to ten scale. Because of this and because all but one category was statistically the same and that the significant difference found in that one category was not found in the other building with the same availability level there is no apparent relationship between the availability of cable television and the activity of socializing even though the null hypothesis had to be rejected.

Hypothesis: There is no relationship between the availability of cable television and the activity of watching news or educational television.

The numbers on the side refer to the number of hours students report that they spend watching news or educational programs each week. Inside the matrix is the percentage of the students from each building that reported that they watched news or educational programs that amount of time each week.

TABLE V
HOURS SPENT WATCHING NEWS OR
EDUCATIONAL PROGRAMS AMONG
THE FOUR HALLS

	Kerr	Drum.	WS	WN	total
	N= 490	N= 553	N= 449	N= 444	N= 1936
0-5	74.40%	88.70%	67.37%	87.13%	79.41%
6-10	17.86%	9.57%	23.16%	11.7%	15.57%
11-15	4.17%	1.3%	7.37%	1.17%	3.48%
16-20	1.79%	0.43%	2.11%	0.00%	1.08%
21-25	0.00%	0.00%	0.00%	0.00%	0.00%
26-	1.79%	0.00%	0.00%	0.00%	0.46%
Total	100%	100%	100%	100%	100%

Pearson Chi-square = 129.544, Probability = 99.9% with 12 degrees of freedom.

The categories "0-5 hours," "16-20 hours," and "21-25 hours" are statistically the same across the different buildings.

There is a significant difference in the "6-10 hours" category at the 95% confidence interval. Willham South number in this category, although statistically the same as Kerr and Drummond is significantly different and larger than that of Willham North. This has no bearing on the hypothesis since the hypothesis deals with the difference of availability level. The two Willham halls have the same availability level.

There is a significant difference in the "11-15 hours" category at the 95% confidence interval. Willham South reported numbers significantly larger than those of Drummond and Willham North but statistically the same as Kerr Hall.

There is a significant difference in the "26 hours or more" category at the 95% confidence interval. Kerr Hall reports numbers significantly larger than those of the other three buildings. The other three buildings were statistically equal.

Interpretation

The computer C value for this relationship is 0.6002. This means, on the zero to ten scale, the strength of this relationship gets a 6. Since the significant difference found for Willham South was not also found in Willham North and the difference found was only greater than one of the two buildings with a lower availability level no pattern can be found. In addition, Kerr Hall had a higher significant difference than Willham South in the "26 or more" category so no relationship is apparent. There is no apparent relationship between the availability of cable television and watching news or educational programs even though the null hypothesis is rejected.

Hypothesis: There is no relationship between the availability of cable television and the existence of a television in a resident's room.

The "yes" response means that there is a television in the room and the no response means that there is not a television in the room.

TABLE VI
WHETHER OR NOT THERE IS A TELEVISION
IN THE ROOM AMONG THE FOUR HALLS

	Kerr	Drumm.	WS	WN	Total
	N= 490	N= 553	N= 449	N= 444	N= 1936
Yes	54.17%	55.65%	74.74%	78.95%	66.03%
No	45.83%	44.35%	25.26%	21.05%	33.97%
Total	100%	100%	100%	100%	100%

Pearson Chi-square = 107.933, Probability = 99.9% with 3 degrees of freedom.

There are many significant differences, all at least at the 99% confidence interval. Here is a ranking from highest to lowest for the "yes" response. Each rank difference is significant.

TABLE VII
RANKING OF THE "YES"
RESPONSES

"yes" (have a TV)	
1	Willham North
2	Willham South
3	Kerr
4	Drummond

Here is a ranking from highest to lowest for the "no" response. Again, each rank difference is significant.

TABLE VIII

RANKING OF THE "NO"
RESPONSES

"no" (do not have a TV)

1	Kerr
2	Drummond
3	Willham South
4	Willham North

Interpretation

The two halls with cable in every room, Willham North and South had significantly higher number of TV's reported in the rooms than the two halls without cable in each room, Kerr and Drummond. Therefore, the null hypotheses is rejected. This author is 99% sure that there is a relationship between the availability of cable television and the existence of a television in a resident's room. It is more likely that if there is cable in each room that there will be a television in the room.

Overall Interpretation of Section II

This author is at least 95% sure that there is no apparent relationship between availability level of cable television and the activities of watching television, watching news or educational programs, studying and socializing even though the null hypothesis was rejected. This author interprets this to mean that having cable television installed in the room of a residence hall student is not related with the amount of time spent doing other things discussed above. Therefore, it is not harmful to the academic or social environment of the residence hall to install cable television in each room based on this section of the research.

However, this author is 99% sure that there is a relationship between the availability level of cable television and the existence of a television in the resident's room. This relationship is expected, for it only stands to reason that if one has cable TV and is paying for it, one will take advantage of it. Installation of cable in each room will mean (99% sure) that there will be more TV's in the resident's rooms. Whether that is good or bad is for the reader to decide.

Overall Interpretations of All Findings

After completing both parts to this study it is very clear that the installation of cable television and the difference of availability level is not related with the resident's activities or GPA of the residents of these four buildings. The two sections support one another in this. For instance, there is not a relationship between the hours spent studying and availability level of cable and between the installation of cable and GPA, having cable in one's room does not change the studying time nor the GPA of the student.

The only null hypothesis rejected had to do with the presence of a television in the room. If there is cable television in the room there is more likely be a television in the room. This is no great shock.

Summary

This chapter contained an overview, which explained the chapter, results of the GPA study, results from the survey and interpretations of each section. The findings were reported with the hypothesis in order to accept or reject that hypothesis.

The GPA study found no discernable change in pattern after the installation of cable television. Both null hypothesis were accepted. There is no relationship between installation of cable television or availability level of cable television and GPA

The study of the questionnaire found information along the same lines. All of the null hypothesis were rejected. However, in all but one question there was no discernable pattern to the significant differences, meaning that there is no apparent relationship between cable television and the activities of studying, watching television, watching news or educational programs or socializing. However one null hypothesis was rejected and the pattern was very clear. There is a relationship between availability level of cable and whether or not a television is present in the room. If there is cable in the room and the lounge instead of just in the lounge it is more likely that a television will be in the room.

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary of Chapters 1-4

Chapter One

This chapter introduced the problem of whether or not there is a relationship between cable television in the residence halls and a change in GPA and whether or not different availability levels of cable have a relationship with student activities such as studying and watching TV. The theory, limitations and purpose of the study were discussed as well as the objectives and the outline for the remaining chapters.

Chapter Two

In this chapter, past data having to do with cable in residence halls and other related studies were discussed. Assistant Director of OSU Residential Life, Kent Sampson provided a history of the decision of whether or not to install cable television. A literature review and a review of related studies showed that the

lines were drawn on whether or not television negatively impacts a student's academic career. The need of the research was also discussed, showing the lack of related studies in this area.

Chapter Three

Contained in this chapter were all hypothesis and operationally defined variables for both the GPA Trend study and the Survey study. For each such things as data collection, subjects, research instruments and planned data analysis was discussed. Chapter 3 provided the method of solving the problems stated in chapter 1.

Chapter Four

This was the report of all of the findings from the Trend study and the Survey study. There was either no relationship or no discernable relationship in every case but one. Cable television installation and resident's GPA are not apparently related (95% sure). A difference in availability level (whether it is in the rooms and lounges or just in the lounges) is not discernable related with residents hours spent watching television, studying, socializing or watching news or educational programs (at least 95% sure). There is a relationship between the availability of cable television and the existence of a television in one's room. It is more likely that there is a television in the room if there is also cable in the room (99% sure).

Overall Interpretation and Generalizations

This author believes that the findings in chapter four show that it was not a mistake to install cable television in the four residence halls at OSU. The GPA pattern was not changed by cable and nor by availability level amongst the four halls. This author also believes that the findings in Chapter 4 show that it is not harmful for the cable TV to be in every room in the halls studied. Nothing but the existence of a TV in the room should change. The hours spent studying, watching TV, watching news or educational programs and socializing should all stay the same despite cable being in every room.

This information, as stated in Chapter one, cannot be generalized to all OSU students, nor to all college students, nor to all college freshman. It is a study amongst the residents of four halls at Oklahoma State University and it is limited to that group because of the population of the study. Any generalization to any other group is statistically unsound.

Recommendations for Implementing These Findings

To the Director of OSU's Residential Life

It has come to this author's attention that Kerr Drummond Complex is considering installing cable television in every room as well as the lounges. The study cannot predict to future events with past data. This study can conclude

that it is 95% sure that the difference in availability level is not be related with any change in hours spent watching TV, watching news or educational programs, studying or socializing. Only the amount of televisions in the halls increased (99% sure). The academic environment of the two halls was not be affected.

For other Residential

Life Departments

The information in this thesis cannot be generalized to the populations of other halls. However, it is a comprehensive look at four halls and cable television. Whether or not to install cable is your decision, however, at four halls at OSU, the decision to install cable did not appear to harm the academic or social environment of the halls.

Recommendations for Further Research

As pointed out in Chapter two, hardly any research into this particular subject has been done. This information is needed by Residential Life departments in order to make a qualified decision on whether or not to install cable and at what availability. This information could not be generalized to the overall population of college students. A study that could be generalized would be very useful to Residential Life departments across the country. Conformation or rejection of the data here is also of great importance.

Conclusion

This chapter briefly summarized the information found in Chapters one through four and the findings of Chapter four. The "meaning" of the interpretations in chapter four was discussed as well as the possibility of generalizing to other groups. Finally the implementation of this study and the need for related studies was discussed.

It is the hopes of this author that the information in this thesis is useful to the reader and gets the author his Master of Science degree. Perhaps this will assist anyone considering installing cable in a residence hall and puts to rest the fears that installing cable at OSU Residential Life would academically harm students.

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APPENDIXES

APPENDIX A

FIRST SURVEY SENT

My name is Brian Inbody and I am a graduate student studying mass communication. I am currently conducting research on cable television in residence halls. Please take a moment of your time to complete this survey and return it to the survey drop box at the side of the front desk by March 1, 1991. The number at the top of the page is used to determine who has turned in a questionnaire and will be removed before the data is tabulated.

Please check the appropriate line:

1. Are you: ☐ male ☐ female
2. Is there a television in your room? ☐ yes ☐ no
3. Was the availability of cable a factor in your decision of which hall to live in? ☐ yes ☐ no

Please circle the correct response:

4. On the average, the amount of television I view per week is:
0-5 hours 6-10 hours 11-15 hours 16-20 hours 21-25 hours more than 26 hours
5. On the average, the amount of time I spend per week watching news or educational programs is:
0-5 hours 6-10 hours 11-15 hours 16-20 hours 21-25 hours more than 26 hours
6. On the average, the amount of time I spend per week studying is:
0-5 hours 6-10 hours 11-15 hours 16-20 hours 21-25 hours more than 26 hours
7. On the average, the amount of time I spend per week in social activities other than television is:
0-5 hours 6-10 hours 11-15 hours 16-20 hours 21-25 hours more than 26 hours

Thank you for your time. Please take a moment and drop off this survey in the box on the side of the front desk marked, "Survey Drop Box" and again thank you.

If you wish to see the results of this study, you may contact me, at Willham front desk after April 27, 1991.

APPENDIX B

SECOND SURVEY SENT

Please, I'm Begging!!
If you return this survey, I'll personally
arrange that classes be cancelled from
March 11-15.

- This is your second opportunity to be a part of research on cable television in residence halls.
- This research will be read by OSU's Director of Housing and by other Residential Life departments around the country in order to assist in a decision on whether or not to install cable television.

Please take a moment of your time to complete this survey and return it to the survey drop box at the side of the front desk by **March 8, 1991**. The number at the top of the page is used to determine who has turned in a questionnaire and will be removed before the data is tabulated.

Please check the appropriate line:

1. Are you: ☐ male ☐ female
2. Is there a television in your room? ☐ yes ☐ no
3. Was the availability of cable a factor in your decision of which hall to live in? ☐ yes ☐ no

Please circle the correct response:

4. On the average, the amount of television I view per week is:
0-5 hours 6-10 hours 11-15 hours 16-20 hours 21-25 hours more than 26 hours
5. On the average, the amount of time I spend per week watching news or educational programs is:
0-5 hours 6-10 hours 11-15 hours 16-20 hours 21-25 hours more than 26 hours
6. On the average, the amount of time I spend per week studying is:
0-5 hours 6-10 hours 11-15 hours 16-20 hours 21-25 hours more than 26 hours
7. On the average, the amount of time I spend per week in social activities other than television is:
0-5 hours 6-10 hours 11-15 hours 16-20 hours 21-25 hours more than 26 hours

Thank you for your time. Please take a moment and drop off this survey in the box on the side of the front desk marked, "Cable Survey Drop Box" and again thank you.

If you wish to see the results of this study, you may contact me, Brian Inbody, at Willham front desk after April 27, 1991.

VITA

Brian Lee Inbody

Candidate for the Degree of

Master of Science

**Thesis: RELATIONSHIP BETWEEN CABLE TELEVISION ACCESS AND
STUDENT GPA AND ACTIVITIES: A STUDY OF FOUR OKLAHOMA
STATE UNIVERSITY RESIDENCE HALLS**

Major Field: Mass Communications

Biographical:

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